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AUTHOR Cervero, Ronald M.; Peterson, N. Lyn
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ABSTRACT

The General Educational Development (GED) testing program is frequently used to earn a high school diploma, since about 14 percent of diplomas issued in this country during 1981 were based on the GED tests. A study was conducted to assess the impact that passing the GED tests has on adults' employment and participation in educational activities. During April and May of 1980, the GED Testing Service collected data on a nationally representative sample of 12,646 GED candidates. Approximately 75 percent of this sample agreed to participate in a follow-up study. In October 1981, a 20 percent random sample of this group (N=1906) were surveyed with a response rate of 24 percent (N=458). Results indicated that 71 percent of the respondents passed the test in April or May of 1980 with an additional 15 percent passing during the 18 months prior to the follow-up survey. The GED candidates were extremely positive about their GED experience, since 95 percent would probably take the tests again if they were starting over. More people expected the GED to help them achieve a new job (75 percent) than improve their situation (e.g., salary increase) in their current job (about 30 percent). In fact, the GED credential was more helpful to these people in obtaining a new job (52 percent) than in improving their situation in their current job (about 20 percent). More people expected the GED credential to help in attaining admittance to educational institutions (51 percent) than to on-the-job training (24 percent). During the 18 months following the initial survey, 45 percent of the respondents were students in some type of educational program. More than 75 percent plan to attend an educational program in the future. The survey instrument is appended. (Author/EC)

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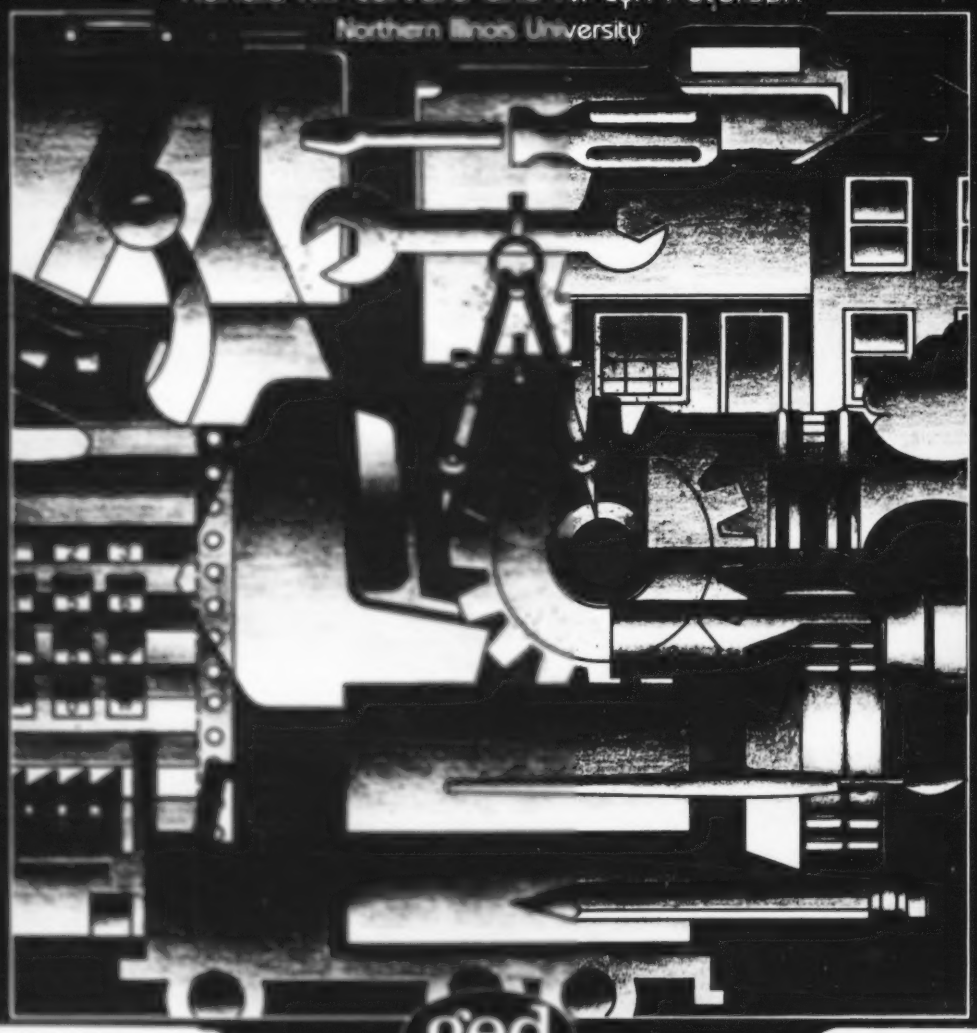
AFTER THE GED TESTS:

Ronald M. Cervero and N. Lyn Peterson
Northern Illinois University



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GED TESTING SERVICE
RESEARCH STUDIES, NUMBER 4
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The GED testing program began in 1942 with the development of a battery of tests for United States military personnel who had not completed their high school studies. Today, through the GED Testing Service of the American Council on Education, the tests are administered in all fifty states, in many Canadian provinces, and in the U.S. commonwealths and territories. The GED testing program has offered millions of adults a "second chance" by enabling them to demonstrate that they have many of the skills they would have acquired had they been able to remain in high school.

Acknowledgments

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Abstract

Fundamental to the growth of the General Educational Development (GED) Testing Program over the years has been the acceptance of the GED Tests by employers and educational institutions as a valid means for awarding high school credentials. This "second chance" program is becoming an increasingly frequent way to earn a high school diploma, as about 14% of those issued in this country during 1981 were based on the GED Tests. The purpose of this study was to assess the impact which passing the GED Test has on adults' employment and participation in educational activities.

During April and May of 1980, the GED Testing Service collected data on a nationally representative sample of 12,646 GED candidates. Approximately 75% of this sample agreed to participate in a follow-up study. In October, 1981, a twenty percent random sample of this group (N=1906) were surveyed with a resultant response rate of 24 percent (N=458).

Results indicate that 71 percent of the respondents passed the test in April or May of 1980 with an additional 15 percent passing during the 18 months prior to the follow-up survey. The GED candidates were extremely positive about their GED experience as 95% would probably take the tests again if they were starting over. More people expected the GED to help them achieve a new job (75%) than improve their situation (e.g., salary increase) in their current job (about 30%). In fact, the GED credential was more helpful to these people in obtaining a new job (52%) than in improving their situation in their current job (about 20%). More people expected the GED credential to help in attaining admittance to educational institutions (73%) than to on-the-job training (52%). In fact, the credential was more helpful to these people in being admitted to educational institutions (51%) than to on-the-job training (24%). During the 18 months following the initial survey, 45% of the respondents were students in some type of educational program. Over 75% plan to attend an educational program in the future.

Through the General Educational Development (GED) Testing Service of the American Council on Education, GED Tests are administered to civilians and military personnel at about 2,800 Official GED Testing Centers in the states, provinces, and territories.[1] In addition, testing services are provided for military personnel stationed overseas, persons confined to federal and some state correctional and health institutions, and American civilians and American citizens living overseas. So that more adults may have the opportunity to take the GED Tests, special editions are now available in Braille, large print, and audio cassettes. The tests are available in English, French, and Spanish editions. In 1980 alone, more than 634,000 adults completed all five GED Tests for the first time (GEDTS, 1981).

The GED Tests are designed to measure, as accurately as possible, the application of the knowledge and skills generally associated with four years of high school instruction. The tests feature a multiple choice question format for each of five subject areas: Writing Skills, Social Studies, Science, Reading Skills, and Mathematics. These subject areas correspond to the general framework of many high school curricula. The tests are designed, however, not to penalize candidates who lack recent academic or classroom experience or who have acquired their education informally. Candidates are tested chiefly on their retention of broad concepts and generalizations, rather than on how well they can remember facts and details or precise definitions. For a comprehensive description of the content and skills measured by the GED Tests, interested readers should refer to *What Do the GED Tests Measure?* (Patience & Whitney, 1982).

During April and May of 1980, the GED Testing Service conducted a survey involving a nationally representative sample of candidates to gather detailed information on the background and preparation of persons currently taking the GED Tests. A random sample of 10% of testing centers in the United States was used (229 centers). At these centers 12,646 candidates participated in the study. The first report of these data, *Who Takes the GED Tests?* (Malizio & Whitney, 1981) describes the characteristics of adults who currently take the test.

At the time of the original study, approximately 75 percent (9,530 candidates) indicated that they would be willing to participate in a follow-up survey. In October, 1981, a 20% random sample of those who agreed to participate (1,906 candidates) was selected to participate in the follow-up survey reported herein. The purpose of this study was to assess the impact which passing the GED Test has on adults' employment and participation in educational activities.

The questionnaire was mailed to these 1906 candidates in October, 1981 (see Appendix 1). A reminder was mailed to non-respondents in November, 1981. These mailings produced 458 usable surveys, a 24% response rate. However, 351 surveys were returned as undeliverable because people had moved and left no forwarding address. This results in an adjusted response rate of 29.5%.

[1] A brief history of the GED Testing Service is presented in Patience and Whitney (1982).

Comparison of respondents and non-respondents

Prior analyses indicated that although differences were statistically significant, persons who agreed to participate in a follow-up were similar (as a group) to those who did not wish to participate in such a study. Group differences were examined for age, gender, occupation, and pass/fail at the time of initial testing. Approximately 68% of the men in the original survey agreed to participate in a follow-up survey compared to 75% of the women. Nearly 75% of those who passed and 72% of those who failed the GED Tests agreed to participate. Most occupational categories had participation agreement rates between 72-78 percent. The mean age of candidates who agreed to participate in a follow-up study was 25.8 years compared to 23.9 years for candidates who did not wish to participate. We can expect that the 1906 are actually representative of those who agreed to participate given the random selection techniques used to construct the follow-up sample.

Another important issue to be addressed given the response rate in this study is the extent to which the respondents are representative of the 1906 candidates to whom the survey was mailed. Respondents were not statistically significantly different from non-respondents with respect to race, reported grades in previous schooling, and their preparation for the test. Although the difference in highest grade completed between non-respondents (9.9 years) and respondents (9.7 years) is statistically significant, it appears too minimal to have any substantive impact. There were statistically significant differences on three characteristics: those who returned the survey were older (29 years versus 24 years); had higher total GED test scores (245 versus 237) and were more likely to be female (69% versus 57%).[2] To the extent that these three characteristics might have been related to differences in employment and educational participation, the results in this report should be interpreted with some caution. To the researchers, these differences were not large enough to warrant treating the respondents as a unique group. It appears reasonable to generalize these results (with some caution) to the sample of 1906 candidates. In addition, based on prior analyses noted above, the findings presented in this study appear generalizable to the entire GED candidate population.

Selected Personal Characteristics of the Respondents

This section reports on selected characteristics of the 458 people who responded to the follow-up survey. (Because some people did not answer every item, in each case the total number of responses is fewer than 458.) Results are also presented regarding the respondents' subjective feelings toward the total GED test experience.

[2]Values in parentheses represent means for the respective groups.

As shown in Table 1, the 71% of candidates passing the test at the time of the initial survey (April-May 1980) is very similar to the percent of all GED candidates passing the test in 1980 (70.6%). An additional 15% passed the test during the 18 months between initial testing and the administration of the follow-up survey.

TABLE 1. Number and Percent of Respondents Who Received High School Equivalency Diploma.

	Number	Percent
Passed the GED Tests during April or May	317	71
Passed the GED Tests after May 1980	66	15
Have not completed all five GED Tests	11	2
Have completed but not passed the GED Tests	51	11
Total	444	100

Percents may not total 100 due to rounding.

As shown in Table 2, approximately 60% of the respondents were employed either full-time or part-time for pay at the time of the follow-up survey. According to Bureau of Labor Statistics definition, approximately 21% of the persons who took the tests (including those who failed) were unemployed. Approximately 28% of the GED candidates (16-24 years) who took the tests in Spring 1980 were unemployed in October, 1981. Nationally, approximately 11.6% of the persons (16-24) who completed four years of high school and were not enrolled in school were unemployed in October 1981.

TABLE 2. Current Employment Status of Respondents

	Number	Percent	Percent[1]
Employed full-time for pay	210	47	63
Employed part-time for pay	54	12	16
Employed but not for pay	31	7	--
Unemployed and not seeking employment	78	18	--
Unemployed and seeking employment	72	16	21
Total	445	100	100

[1]Based on Bureau of Labor Statistics definition of unemployed (i.e., persons who are unemployed and not seeking employment and volunteer workers are not included in published employment rates).

The unemployment rate among persons (16-24) with less than high school completion (not enrolled in school) was about 23% (Young, 1982). Thus, the unemployment rate for GED examinees (who responded to this survey) is higher than the national rate for persons (16-24) who completed four years of high school and were not enrolled in school and also for those persons with less than high school completion.

Approximately 55% of the Spring 1980 employers were aware of the examinee taking the tests, while about 60% of "current" employers were aware (as of October 1981). Because there are many reasons why adults may not tell their employers that they are taking the GED Tests, ranging from the employer not caring or needing to know, to fear of being considered inadequate, it is difficult to draw any firm conclusions from these results.

Approximately 92% feel positive enough to have recommended the tests to other adults. The data in Tables 3 through 5 show that the respondents are extremely positive about their GED experience in terms of their preparation and the value of the money spent on preparation: almost 90% certainly would take the tests if they were starting over; 91% of those who prepared felt that their preparation was worth the effort; 93% felt that it was worth the money spent for their preparation.

TABLE 3. Number and Percent of Respondents Who Would Take the GED Tests If They Were Starting Over

	Number	Percent
Certainly would take the GED Tests	403	89
Probably would take the GED Tests	36	8
Chances are about even they would take the GED Tests	11	2
Probably would not take the GED Tests	3	<1
Certainly would not take the GED Tests	2	<1
Total	455	100

Percents may not total 100 due to rounding.

TABLE 4. Number and Percent of Respondents Who Prepared to Take the GED Tests

	Number	Percent	Percent[1]
Did not prepare	112	25	--
Did prepare and was worth the effort	313	69	91
Did prepare but was unsure of the worth	21	5	6
Did prepare but was a waste of time	10	2	3
Total	456	100	100

Percents may not total 100 due to rounding.

[1]These percentages are based on those persons who actually prepared. For example, 91 percent of those who prepared felt that it was worth the effort.

TABLE 5. Number and Percent of Respondents Who Spent Money Preparing to Take the GED Tests

	Number	Percent	Percent[1]
Did not spend money	232	51	--
Spent money and was worthwhile	210	46	93
Spent money and not sure of worth	10	2	4
Spent money and was not worthwhile	5	1	2
Total	457	100	100

Percents may not total 100 due to rounding.

[1]The percentages in this column are based on persons who actually reported spending money preparing for the tests. For example, 93 percent of those who reported spending money felt that it was worthwhile.

Employment Outcomes

This section reports findings regarding employment outcomes for those who received the high school equivalency credential at some point during the 18 months between April, 1980 and October, 1981. As referenced in Table 1, these are the 383 people who either passed the GED test during April or May 1980 or who passed the test after May 1980. Because some people did not answer every item, in each case the total number of responses is fewer than 383.

Examinee expectations and subsequent outcomes after taking the GED Tests are reported in Table 6. Approximately 22% (n=34) expected that the GED credential would help them retain their jobs. Sixteen percent of the sample (who passed the GED Tests) reported that taking the tests did not help them keep their job. Approximately 32% (n=50) felt that taking the tests would help them obtain a job promotion; 20% reported that taking the tests did help them obtain a job promotion.

In contrast to the approximately 30% of the sample who expected the GED credential to help in their current jobs, Table 6 shows that 75% take the test with the expectation that it will help them qualify for a new job. Approximately 52% (n=100) reported that taking the tests helped them qualify for a new job. Additional two-way analyses indicated that approximately: 59% of the people who took the GED Tests to keep their job reported that this expectation was met; 67% of those who took the tests to qualify for a new job, actually qualified for a new job; 48% of those who took the tests to help

TABLE 6. Expectations and Outcomes of Respondents Passing the GED Tests Regarding Employment and Training

	N[1]	Expectation[2] % yes *Before*	Outcome[3] % yes *After*
Keep your job	152	22	16
Get a job promotion	158	32	20
Get a salary increase	154	31	19
Qualify for a job	192	75	52
Be admitted to apprenticeship or on-the-job training program	225	52	24
Be admitted to an educational institution	255	73	51

[1] Number of persons responding either "yes" or "no" to each item.

[2] Based on the follow-up survey question: "Before you took the tests, did you expect taking the tests would help you to . . .?"

[3] Based on the follow-up survey questions: "Has taking the tests helped you to . . .?" The percentages in this column also include about 4-7 persons who originally did not expect that taking the GED Tests would help them but reported, in fact, taking the tests **did** help them in the way stated.

them obtain a job promotion reported having received a job promotion.

The April 1980 and the October 1981 employment status of persons who passed the GED Tests since April, 1980 are shown in Figure 1. A greater percentage of examinees (48%) was employed full-time for pay in October 1981 than was employed in April, 1980 (39%). Additional analyses indicated that about 35% of the persons working full-time for pay in October 1981 were either working part-time for pay, working (non-pay) or unemployed in April, 1980. Approximately four percent of the respondents were employed full-time in April 1980, but were unemployed and seeking employment in October 1981.

Educational Outcomes

This section reports findings regarding educational outcomes for those who received the high school equivalency certificate at some point during the 18 months between the first and second surveys. Because some people did not answer every item, in each case the total number or responses is fewer than 383.

The results in Table 6 show that 52% of the respondents expected that taking the GED Tests would help them obtain admittance to apprenticeship or on-the-job training programs. Approximately 24% of the total sample (or 41% of those who expected that the GED Tests would help them) found that the GED credential helped them achieve this end.

The data in Table 6 also show that 73% expected taking the GED Tests to help them regarding admittance to educational institutions. About 51% (n=130) of the respondents reported that taking the GED Tests helped them gain admission to an educational institution. Additional two-way analyses indicated that approximately 67% of those who expected taking the GED Tests to help them reported that the GED credential did help them achieve this goal.

As shown in Table 7, during the 18 months following the initial survey, about 45% of the respondents were students in some type of educational program. If this percentage were applied to the 498,555 candidates who passed the GED test in the United States in 1980, an estimated 200,000-250,000 entered some type of educational program.

The data in Table 8 show that of those who attended educational programs, community and junior colleges

FIGURE 1. Spring 1980 and October 1981 Employment Status for Persons Passing the GED Tests.

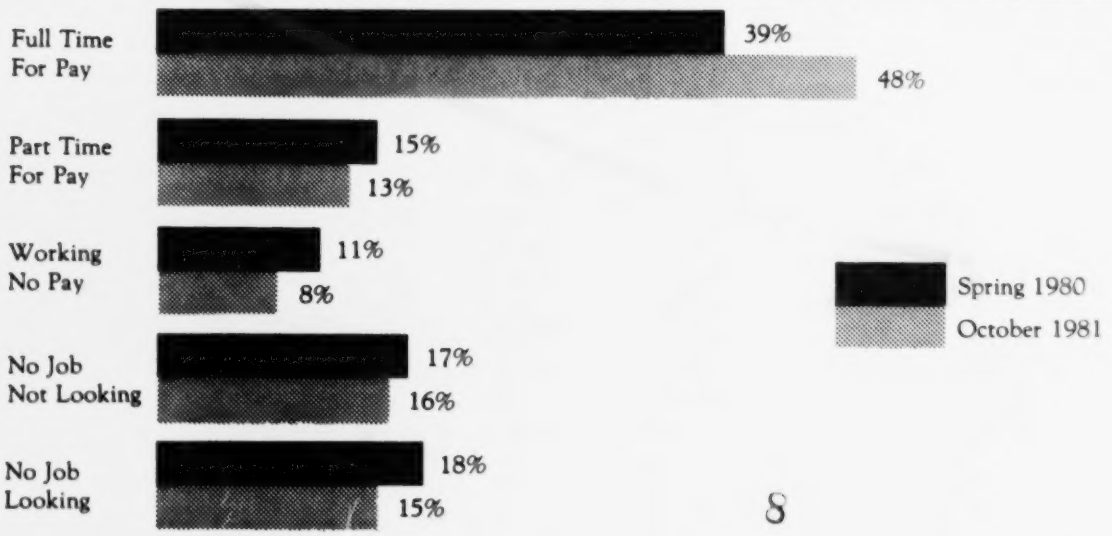

TABLE 7. Student Status of Respondents Passing the GED Tests

Status	Number	Percent	Percent[1]
Currently a full-time student	42	11	24
Currently a part-time student	47	12	27
Has been a student since taking the tests but is not currently	85	22	49
Have not participated in any educational or training program since taking the tests	207	54	--
Total	381	100	

Percents may not total 100 due to rounding.

[1]Based on the persons who were students at some time between Spring 1980 and October 1981.

TABLE 8. Type of Educational Program in Which Respondents Passing the GED Tests Have Participated in Since Taking the Tests

Type	Number[1]	% of Enrollments[2]	Percent[3]
Community or junior college	71	35	19
Four year college or university	16	8	4
Technical school	44	22	11
Trade school	25	12	7
Apprenticeship or on-the-job training	33	16	9
Other	14	7	4
Total	203	100	54

[1]Multiple responses were permitted.

[2]Based on the number of enrollments (n=203).

[3]Based on those persons who passed the tests (n=383).

were the institutions where these people enrolled most often.

As shown in Table 9, the repondents' future educational plans are even greater than their current attendance as over 75% (289/383) plan to attend some sort of educational program in the future.

Selected Candidate Comments

At the end of the survey the respondents were asked if they had any other comments they wished to make about the GED Tests and the impact of the test on their lives. It

TABLE 9. Type of Educational Programs Which Respondents Passing the GED Tests Plan to Attend in the Future

Type	Number[1]	Percent[2]	Percent[3]
Community or junior college	113	30	30
Four year college or university	56	15	15
Technical school	53	14	14
Trade school	58	15	15
Apprenticeship or on-the-job training program	81	21	21
Other	19	5	5
Not planning to attend any educational program	94	25	--

[1]Multiple responses were permitted.

[2]Based on those persons who passed the GED Tests (n=383).

[3]Based on the total number of planned enrollments (n=380).

is tempting to present nothing in this report other than those comments. They tell the story with so much more richness than can any statistics. However, our space is limited, so we must give you only samplings of the personal comments. The overall preponderance of the comments were positive. Yet there were negative ones just as we saw in the tables that not everyone had their expectations met regarding employment and education. In addition to the comments regarding these outcomes, there was a very strong strain of responses telling how the GED experience helped people increase their sense of self-worth. Approximately 80% wrote something in the personal comments section. We present just a few in Appendix 2.

Concluding Observations

We live in a society where credentials are needed to open doors for educational and economic success. The GED Testing program provides adults with the opportunity to obtain one of those credentials, the high school diploma. Without this program, the educational system would be unforgiving to those who did not finish high school during what society considers the "normal" timeframe. The results of this study indicate that the levels of expectations were uniformly higher than subsequent outcomes. Thus, while the majority of people used the GED credential to achieve their ends with regard to employment and educational activities, a substantial percentage do not report being helped. The credential was more useful in helping people obtain a new job as opposed to improving their situation on their current job. Passing the test was also more useful in being admitted to an edu-

cational institution as opposed to gaining entry to apprenticeship and on-the-job training programs.

The personal comments of the respondents reflect the view that the GED program has given people a "second chance" and in the process has enhanced their confidence and self-worth. This "second chance" program is becoming an increasingly more common way to earn a high school diploma, as about 14 percent of the high school level credentials issued in this country during 1981 were based on the GED Test.[3] This percentage will surely rise at least through the 1980's as the number of high school graduates decreases. Clearly, the GED Testing program is an important social phenomenon in this country which affects the lives of many adults. Persons who apply for adult education funding at the local, state, and national levels should find the information presented in this report useful in describing what happens to GED examinees after they earn their high school equivalency credential. Local studies similar to this one should be conducted, and the information used to construct the most effective program possible.

[3]Based on approximately 3 million U.S. high school graduates and 500,000 GED credentials issued during 1981.

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AUTHORS

CERVERO, Ronald, M. Address: Adult Continuing Education, Gabel Hall 101, DeKalb, IL 60115.
PETERSON, N. Lynn. Address: 1300 West Seventh, N.B.R. 112, Anchorage, AK 99501

APPENDIX 1

Selected Examinee Comments

"Taking the GED Test gave me a confidence in myself. I have since attended a community college and have maintained a 4.0 grade average. Without taking the GED I don't believe I would have attempted to go back to school. Being able to take the GED to me is a second chance, to correct a mistake made as an adolescence."

"The biggest impact the test has had on me is a sense of accomplishment. It has also made me feel better about myself. It also has given me the courage to go on for more training. I just feel more confident and I don't feel quite so dumb as I did think I was."

"I'm thankful for having a chance to have taken the GED Test. I now hope to be able to help others as a nurse. If not for taking the GED I wouldn't be where I am today. In only a few months I will be finished with school. I will be able to support myself and family. I still feel useful by helping others. Thank you again for giving me the chance."

"I was 50 years old when I got my diploma. I waited 22 years to get it and boy was I proud to get it. I felt 10 ft. tall when I walked across that platform to receive my diploma. It means all the world to me just to know I have it. I have five children ages 32 to 21 and they all proud of mother for going back to school and get it. One of my children went back since and got hers."

"Since I have taken the test I have better chances to get a better job. I am not employed at the time but have a chance for a job I know I would like. In the past I have been a machine operator and laborer, but now I have a chance to get a degree in criminal justice and try to make it in law enforcement."

"Even though I have been serving time at Northside Correctional Center in Spartanburg, S.C. for almost a year now, I'm glad I have the GED passing scores on my record. Because, when I'm released, which should be very soon I plan to go to sollege—maybe Woffors here in Spartanburg. However my probation requires I work full time—but either way, you can be sure I'll either be working or going to school. Who knows? Maybe I can do both. Anyway, I think the GED Test is a good thing and I'm glad I took it. Even though it hasn't really helped me yet, I'm sure it will help me in the future."

"I'm very proud of myself for passing the GED Test, and also for taking the test. I'm 37 years old and I thought it would be too late for me. I've found out that you are never too old to get an education. I was not working at the time and I did a lot of studying for the test, but it was worth every minute of my life. I'm now working on a job that uses a lot of figures, something I was good in before. I highly recommend the GED Test for anyone who never completed their education. Remember its never too late, I found that out."

"I am seventy-one, had completed eighth grade in 1924. Being able to earn a 287 score on my GED tests has certainly improved my self image. At this time I am studying algebra and learning to type at home."

"Taking the GED tests has broaden many horizons for me and has helped me to gain confidence in myself. The biggest fear was being a failure, and since the examination I believe that if you set out to do something wholeheartedly you will accomplish your tasks—with a few ups and downs—BUT YOU CAN DO IT!"

"I always felt badly because I couldn't finish high school. This test enabled me to get a diploma without interfering with my full time job and gave me a feeling of self-satisfaction also if I ever change jobs I know it would almost be impossible without a high school diploma. Thank you for this opportunity."

"Since I have received my GED certificate I feel more confident when expressing myself to others, it has also given me the desire to pursue my education. For those of us for whatever reason were not able to finish high school—I think it is the best thing to do."

APPENDIX 2

The General Educational Development Testing Service

OF THE AMERICAN COUNCIL ON EDUCATION ONE DUPONT CIRCLE WASHINGTON D C 20036

EMPLOYMENT AND FURTHER TRAINING FOLLOW-UP QUESTIONNAIRE

DIRECTIONS: PLEASE MARK AN (X) IN THE SPACE PROVIDED NEXT TO YOUR ANSWER FOR EACH QUESTION.

1. Have you earned a high school equivalency diploma or certificate? (MARK ONLY ONE)

(15)
( ) a. YES, by completing the GED Tests during April or May of 1980.
( ) b. YES, by completing the GED Tests after May of 1980.
( ) c. NO, I have not taken all five of the GED Tests.
( ) d. NO, I have taken all five of the GED Tests, but I have not yet earned high enough scores to get an equivalency diploma or certificate.
( ) e. NO, I have taken all five GED Tests and have earned high enough scores to get an equivalency diploma, but I have not applied for one.
( ) f. Other? Please explain: _____

2. What WAS your employment status when you took the GED Tests during April or May, 1980? (MARK ONLY ONE)

(16)
( ) a. Employed full-time FOR PAY
( ) b. Employed part-time FOR PAY
( ) c. Employed full-time, BUT NOT FOR PAY (such as, volunteer worker, homemaker, etc.)
( ) d. Employed part-time, BUT NOT FOR PAY (such as, volunteer worker)
( ) e. Unemployed and not seeking employment (GO TO QUESTION 4)
( ) f. Unemployed but seeking employment (GO TO QUESTION 4)
( ) g. Other, please explain: _____

3. DID your employer know you were taking the GED Tests?

(17)
( ) YES
( ) NO

4. What is your CURRENT employment status? (MARK ONLY ONE)

(18)
( ) a. Employed full-time FOR PAY
( ) b. Employed part-time FOR PAY
( ) c. Employed full-time, BUT NOT FOR PAY (such as, volunteer worker, homemaker, etc.)
( ) d. Employed part-time, BUT NOT FOR PAY (such as, volunteer worker)
( ) e. Unemployed and NOT seeking employment (GO TO NEXT PAGE)
( ) f. Unemployed but seeking employment (GO TO NEXT PAGE)
( ) g. Other, please explain: _____

5. Does your CURRENT employer know you have taken the GED Tests?

(19)
( ) YES
( ) NO

The GED Testing Service operates under the policy direction of the Commission on Educational Credit, formerly the Commission on Accreditation of Service Experiences, of the American Council on Education

FOR QUESTIONS 6 THROUGH 17, MARK AN (X) IN THE APPROPRIATE COLUMN FOR EACH QUESTION.

IF YOU HAVE NOT BEEN EMPLOYED FOR PAY AT ANY TIME SINCE YOU TOOK THE GED TESTS IN APRIL OR MAY 1980, START WITH QUESTION 9.

BEFORE YOU TOOK THE GED TESTS, DID YOU EXPECT TAKING THE TESTS WOULD HELP YOU TO:

(20)	( ) YES	( ) NO	6. Keep your job?
(21)	( ) YES	( ) NO	7. Get a job promotion?
(22)	( ) YES	( ) NO	8. Get a salary increase?
(23)	( ) YES	( ) NO	9. Qualify for a job?
(24)	( ) YES	( ) NO	10. Be admitted to an apprenticeship or on-the-job training program?
(25)	( ) YES	( ) NO	11. Be admitted to an educational institution (such as a community college or four-year university)?

IF YOU HAVE NOT BEEN EMPLOYED FOR PAY AT ANY TIME SINCE YOU TOOK THE GED TESTS IN APRIL OR MAY 1980 AND TODAY, START WITH QUESTION 16.

HAS TAKING THE GED TESTS HELPED YOU TO:

(30)	( ) YES	( ) NO	12. Keep your job?
(31)	( ) YES	( ) NO	13. Get a job promotion?
(32)	( ) YES	( ) NO	14. Get a salary increase?
(33)	( ) YES	( ) NO	15. Qualify for a job?
(34)	( ) YES	( ) NO	16. Be admitted to an apprenticeship or on-the-job training program?
(35)	( ) YES	( ) NO	17. Be admitted to an educational institution (such as a community college or four-year university)?

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18. Since taking the GED Tests in April or May 1980, have you been accepted for admission to any educational institutions or job training programs? (MARK AS MANY AS APPLY)

(36) ( ) a. YES, at a community or junior college.
(37) ( ) b. YES, at a four-year college or university.
(38) ( ) c. YES, at an apprenticeship or on-the-job training program.
(39) ( ) d. YES, at a technical school.
(40) ( ) e. YES, at a trade school.
(41) ( ) f. YES, at a _____.
(42) ( ) g. NO, but I have applied for admission.
(43) ( ) h. NO, I have NOT applied for admission to any educational or training program.

19. Are you CURRENTLY a student? (MARK ONLY ONE)

( ) a. YES, full-time student.
( ) b. YES, part-time student.
(44) ( ) c. NO, but I was a student at some time between May 1980 and today.
( ) d. NO, I have not participated in any educational or training programs since May 1980. (GO TO QUESTION 21)

20. Please describe the type of educational institution or program in which you participated since May 1980. (MARK AS MANY AS APPLY)

(45) ( ) a. Community or junior college
(46) ( ) b. Four-year college or university
(47) ( ) c. Technical school
(48) ( ) d. Trade school
(49) ( ) e. Apprenticeship or on-the-job training program
(50) ( ) f. Other, please explain: _____

21. Describe the type of educational institution(s) or program(s) which you plan to attend in the future. (Including your current activities; MARK AS MANY AS APPLY)

(51) ( ) a. Community or junior college
(52) ( ) b. Four-year college or university
(53) ( ) c. Technical school
(54) ( ) d. Trade school
(55) ( ) e. Apprenticeship or on-the-job training program
(56) ( ) f. Other, please explain: _____
(57) ( ) g. NONE, I am not planning to attend an educational institution or participate in any apprenticeship or job training program in the future.

****

QUESTIONS 22-25 ARE RELATED TO YOUR OVERALL FEELINGS ABOUT YOUR "GED EXPERIENCE".

22. Suppose you could go back to the time just before you decided to take the GED Tests and START OVER AGAIN; in view of what you know today, would you take the GED Tests? (MARK ONLY ONE)

( ) a. CERTAINLY WOULD take the GED Tests
( ) b. PROBABLY WOULD take the GED Tests
(58) ( ) c. CHANCES ABOUT EVEN for and against taking the GED Tests
( ) d. PROBABLY WOULD NOT take the GED Tests
( ) e. CERTAINLY WOULD NOT take the GED Tests

23. Did you spend any time preparing to take the GED Tests? (MARK ONLY ONE)

( ) a. NO, I did not prepare for the GED Tests.
( ) b. YES, and I think it was worth the time spent.
(59) ( ) c. YES, but I'm not sure it was worth the time spent.
( ) d. YES, and I think it was a waste of time.

24. Did you spend any money preparing to take the GED Tests? (INCLUDING: Books, tutors, classes, transportation, etc., but NOT INCLUDING test fees)

( ) a. NO, I did not spend money preparing to take the GED Tests.
( ) b. YES, and it was worth the money spent.
(60) ( ) c. YES, but I'm not sure it was worth the money spent.
( ) d. YES, but I think it was a waste of money.

25. Have you recommended to others who are out of school and do not have a high school diploma that they take the GED Tests?

( ) a. YES
(61) ( ) b. NO, but I WOULD recommend the GED Tests.
( ) c. NO, and I WOULD NOT recommend the GED Tests.

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PLEASE SHARE ANY OPINIONS OR COMMENTS THAT YOU HAVE REGARDING THE GED TESTS AND/OR THE IMPACT THAT TAKING THE GED TESTS HAS HAD ON YOUR LIFE .

(62) COMMENTS OR OPINIONS:

_____

_____

_____

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_____

_____

THANKS AGAIN FOR TAKING THE TIME TO PARTICIPATE IN THIS SURVEY. YOUR COMMENTS AND OPINIONS WILL BE HELPFUL IN MEETING THE NEEDS OF OTHERS WHO TAKE THE TESTS. THE GED TESTING SERVICE MAY WISH TO CONTACT YOU DURING THE NEXT TWELVE MONTHS IN ANOTHER FOLLOW-UP STUDY. IF YOU WISH TO PARTICIPATE IN SUCH A STUDY, MAKE ANY NECESSARY CORRECTIONS TO YOUR MAILING ADDRESS. IF YOU DO NOT WISH TO PARTICIPATE IN SUCH A STUDY PLEASE REMOVE YOUR MAILING LABEL FROM THE SURVEY FORM. FOLD THE SURVEY FORM SO THAT THE MAILING ADDRESS FOR THE GED TESTING SERVICE IS ON THE OUTSIDE. FASTEN SECURELY, AND MAIL AS SOON AS POSSIBLE.

(63)

CURRENT GED TESTING SERVICE PUBLICATIONS

(See order information below)

**Examinee and high school senior performance on the GED Tests: A detailed analysis.* (GEDTS Research Studies, No. 3, 1982) Contains national percentiles for GED examinees and an analysis of achievement by high school graduating seniors, GED examinees, and GED graduates on each of 22 content areas in the GED battery. (16 pages; $3.50)

**Work rates on the GED Tests: Relationships with examinee age and test time limits.* (GEDTS Research Studies, No. 2, 1981) A study of the preferred examinee test work rates and their relationship to the original test time limits—the basis for changes in two of the original test time limits. (37 pages; $5.00)

**Who takes the GED Tests? A national survey of Spring 1980 examinees.* (GEDTS Research Studies, No. 1, 1981) The results of a detailed survey of nearly 13,000 recent examinees. (40 pages; $2.50)

**The GED Annual Statistical Report.* Contains data from each participating department of education and the GED Testing Service for tests conducted during each calendar year. (16 pages; $3.50 for 1982 report; $2.50 for earlier reports)

**Examiner's Manual for the Tests of General Educational Development.* Policies and procedures under which the nation-wide GED testing program is conducted, 1981. (82 pages; $5.00)

**The GED Information Brochure.* Brochure of information about the nature and history of the tests and testing program, 1981. (Single copies free; multiple copies $.10 each plus postage)

Predictive validity of the GED Tests for two year college study South Plains College, Texas by J. C. Wolf. GED Research Brief No. 1, March, 1980

How useful are the Official Practice GED Tests and the General Educational Performance Index for predicting performance on the GED Tests? by W. J. Musgrove. GED Research Brief, No. 3, March 1981.

The success of high school diploma and GED equivalency students in vocational programs at Lake City Community College, Florida by R. C. Wilson and others. GED Research Brief, No. 4, April, 1981.

What do the GED Tests measure? Washington, D.C.: American Council on Education, 1982. Intended for teachers and those involved in preparing or evaluating instructional materials; the most extensive and complete description of the current GED Tests' contents, skills, and format. Illustrative items are included for each section of the tests. (67 pages; Available from Contemporary Books, Inc., 180 North Michigan Avenue, Chicago, IL 60601.)

Official GED Practice Tests and Teachers' Manuals. Washington, D.C.: American Council on Education, 1979 & 1980. Half-length tests, comparable in content, difficulty, and format to the GED Tests—with score conversion tables needed to ensure predictive accuracy. Manuals and answer sheets (both self-scoring and teacher-scorable). All materials are available in English (U.S. and Canadian editions), Spanish, and audiocassette versions. (Available from Cambridge, the adult education company, 888 Seventh Avenue, New York, N.Y. 10106.)

Marked (*) items are available prepaid at the prices shown; single copies of other publications will be provided free of charge as long as supplies last.

NOTE: ALL ORDERS FOR LESS THAN $10 MUST BE PREPAID. Send check or money order to: GED Testing Service (Research and Development), One Dupont Circle, Suite 20, Washington, D.C. 20036.